



# Credential Information Alert

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**DATE:**

June 30, 2022

**NUMBER:**

22-06

**SUBJECT: Expanded Education Specialist Instruction Credential Authorization Assignments**

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**Summary:**

This Credential Information Alert (CIA) provides information related to the authorizations and assignments for the updated Education Specialist Instruction Credentials. The additions and amendments to Title 5 CCR related to the Education Specialist Instruction Credentials were approved by the Office of Administrative Law and are effective as of July 1<sup>st</sup>, 2022. These provisions create a new Education Specialist Instruction Credential authorizations which focus on student support needs and allow holders to serve broadly across multiple Federal disability areas. Additionally, these regulations create bridge documents for educators that hold previously issued Education Specialist Instruction authorizations and wish to earn the equivalent authorization under the new Education Specialist standards.

**Key Provisions:**

The Education Specialist Instruction Credential authorization structure has been updated to provide more flexibility in meeting the needs of students with disabilities while complying with federal guidelines relating to disability categories. The seven Education Specialist Instruction Credential areas that previously existed have been reorganized into five areas, eliminating the separate credentials for Language and Academic Development (LAD) and Physical and Health Impairments (PHI) while building preparation for these areas into the remaining five credential authorizations. The five new authorization areas include:

AUTHORIZATION TITLE	DOCUMENT CODE	AUTHORIZATION CODE
Mild To Moderate Support Needs	TC3S	R3MN
Extensive Support Needs	TC3S	R3EN
Deaf And Hard Of Hearing	TC3S	R3HD
Early Childhood Special Education	TC3S	R3ER

<b>Visual Impairments</b>	TC3S	R3VB
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In addition to these full authorizations, an Early Childhood Special Education (ECSE) added authorization is also available which allows the holder to serve in ages birth through kindergarten. This is an expansion of the previous ECSE authorization, which was limited to ages birth through pre-kindergarten. This expansion of the ECSE authorization's scope should help address the anticipated increase in transitional kindergarten classrooms for special education students that will result from the Universal TK mandate.

<b>AUTHORIZATION TITLE</b>	<b>DOCUMENT CODE</b>	<b>AUTHORIZATION CODE</b>
<b>Early Childhood Added Authorization</b>	TC3S	SEEC

The authorization statements for each of these new authorizations can be found in [Appendix A](#).

### ***Assigning Educators***

The new Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) authorizations allow service to students based on their support needs. Unlike previously issued authorizations, they are not solely focused on student disability areas. However, the services authorized by these documents are still tied to specific disability areas. Educators with either of these authorizations can serve students across the majority of disability areas, including: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury. Additionally, educators who hold an ESN authorization are able to serve students with a deafblind disability area – note that they cannot serve students with only hearing or visual impairments. They may do so provided that they are also authorized to meet the student support needs identified through the IEP (Individualized Education Program) process. The definitions for the two levels of support needs are:

**Mild to Moderate Support Needs** includes providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides instruction and supports in one or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. The supports may also include health, movement, and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

**Extensive Support Needs** include providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides intensive instruction and supports in two or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and adaptive/daily living skills. The supports also often include health, movement, and sensory support. Extensive Support Needs practices include lower student to educator ration.

The remaining authorizations of Deaf and Hard of Hearing, Early Childhood Special Education, and Visual Impairments continue to authorize service based on student disability. A breakdown of the grade levels, support needs, and disability areas each of the above authorizations are able to serve can be found in the chart provided in [Appendix B](#).

### **Bridge Documents**

The Commission created bridge authorizations as a way for existing Education Specialist credential holders to obtain the new authorization without having to complete an entire preparation program. Of these five new credentials, only three will have modified/expanded authorizations. Therefore, existing Education Specialist teaching credential holders could complete additional coursework, professional development and/or demonstrated competence if they are interested in obtaining the new authorization. Earning a bridge authorization is at the sole discretion of the teacher. These three credential areas are below. The Visual Impairment and Deaf and Hard of Hearing credential authorizations will remain the same, therefore no bridge process will be necessary. Note that educators are not eligible for bridge authorizations if they have not been issued the previous iterations of the authorization. For example, they cannot earn an Extensive Support Needs bridge authorization (R3BE) if they had not already earned a Moderate/Severe authorization (R3MS).

<b>AUTHORIZATION TITLE</b>	<b>DOCUMENT CODE</b>	<b>AUTHORIZATION CODE</b>	<b>REQUIRED TO HOLD PRE-ISSUANCE</b>
<b>Education Specialist Bridge – Mild To Moderate Support Needs</b>	TC3S	R3BM	Mild/Moderate (R3MM)
<b>Education Specialist Bridge – Extensive Support Needs</b>	TC3S	R3BE	Moderate/Severe (R3MS)
<b>Education Specialist Bridge – Early Childhood</b>	TC3S	R3BC	Early Childhood Special Education (R3EC)

These authorizations allow the holder to perform all services authorized by the Education Specialist Instruction Credential that are not otherwise authorized by their existing authorization. For Mild/Moderate and Moderate/Severe authorization holders, this bridge authorization expands the disability areas the educator can serve in addition to allowing them the ability to be placed in classrooms organized by student support needs. For Early Childhood Special Education authorization holders, the bridge authorization expands the grade limits of the document. The existing authorization for ECSE credentials allows the holder to teach special education students age birth through pre-kindergarten. The expanded R3CH authorization allows for instruction through kindergarten programs.

Note that educators that earn the bridge documents are not restricted to serving by support needs in disability areas their previously held credential already authorized, as those authorizations allowed for service across need.

✓ = Authorizes Service; ✗ = Does not Authorize Service

Credential Authorization	Specific Learning Disability	Emotional Disturbance	Multiple Disabilities	Autism	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Mild/Moderate Disabilities (TK-22)	✓	✓	✗	✗	✗	✗	✗	✗	✓	✗
Moderate/Severe Disabilities (TK-22)	✗	✓	✓	✓	✗	✓	✗	✗	✗	✗
Mild To Moderate Support Needs (TK-22)	✓	✓	✓	✓	✗	✗	✗	✓	✓	✓
Extensive Support Needs (TK-22)	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓

Existing Education Specialist Credential Authorization holders would only need to verify that they have met the new Teaching Performance Expectation (TPE) content to apply for the expanded authorizations. These educators would only need to verify that they have met the new Teaching Performance Expectation (TPE) content not covered during the credential holder's initial preparation period to apply for the expanded ECSE authorization. Completion of this content can be verified through the following:

- completion of coursework;
- professional development; or
- demonstrated competence and experience.

This option will be available as of July 1, 2022. Current Education Specialist Instruction Credential holders who wish to upgrade to the new authorization may begin the process of meeting the new TPE areas now so that they can upgrade after July 1<sup>st</sup>. Details on which TPEs would need to be met can be found in [CIA 22-07](#).

When applying for a bridge document, applicants are required to submit a paper application, standard processing fee, and verification that the applicant has completed the additional content identified by the Teaching Performance Expectations specific to their credential. This may be submitted directly by the applicant or through the verifying entity. If submitted by the applicant, the verification must be an original document signed by a representative of the verifying entity. Bridge authorizations shall remain valid as long as the appropriate prerequisite credential remains in force.

### ***Transitional Kindergarten***

The previously issued Early Childhood Special Education credential authorization (authorization code: ECSE) holders are not authorized to teach Transitional Kindergarten (TK), as it is defined by CDE as the first year of a two-year kindergarten program. This ECSE authorization allows the holder to teach students with disabilities age birth through pre-kindergarten. With the movement of four-year-olds into the TK space, the expanded authorization allows educators who earn the new Early Childhood Special Education credential authorization (authorization code: R3CH) under these new program standards to teach students with disabilities in both TK and Kindergarten assignments.

Existing ECSE teachers can upgrade to the new ECSE authorization that allows teaching TK and Kindergarten at their sole discretion using the process outlined in the Bridge Documents section above.

### ***Assignment Monitoring Through the California Statewide Assignment Accountability System (CalSAAS)***

The Commission is working with the California Department of Education to capture student support needs in California Longitudinal Pupil Achievement Database (CALPADS) reporting. This will allow us to monitor educators holding these expanded authorizations against their students' disability areas and support needs in future CalSAAS monitoring.

### **Important Dates:**

Effective Date: July 1<sup>st</sup>, 2022

### **Resources:**

Assignment Special Education Resource Page: <https://www.ctc.ca.gov/credentials/assignment-resources/ar-special-ed>

Updated Special Education Chart: [https://www.ctc.ca.gov/docs/default-source/credentials/assignment-resources/sped-chart-2022\\_corrected.pdf?sfvrsn=b59027b1\\_9](https://www.ctc.ca.gov/docs/default-source/credentials/assignment-resources/sped-chart-2022_corrected.pdf?sfvrsn=b59027b1_9)

Authorization Sort Table: <https://www.ctc.ca.gov/credentials/assignment-resources/authorization-sort-table>

CIA 22-06 – Education Specialist – Assignments  
<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf>

CIA 22-07 – Education Specialist – Bridge Authorizations  
<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-07.pdf>

CIA 22-08 – Education Specialist – Online Submissions  
<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf>

CIA 22-09 – Education Specialist – OOS and OOC

<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-09.pdf>

**Contact Information:**

Credential questions can be directed to the Commission's Information Services Unit at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

Assignment related questions must be directed to the entity that serves as the monitoring authority for the Local Education Agency (LEA). County Offices of Education may contact the Commission's Assignment Unit directly with assignment-related questions regarding certificated staffing through the dedicated COE email address. County personnel who do not have access to the dedicated email address may request it by sending their full name, position, and county office of employment to [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

## Appendix A: Expanded Special Education Authorization Descriptions

Previous Authorization	Expanded Authorization	New Authorization Description
<b>Mild/Moderate (R3MM)</b>	<b>Mild to Moderate Support Needs (R3MN)</b>	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
<b>Moderate/Severe (R3MS)</b>	<b>Extensive Support Needs (R3EN)</b>	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
<b>Early Childhood (R3EC)</b>	<b>Early Childhood (R3ER)</b>	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.

<b>Early Childhood AA (ECSE)</b>	<b>Early Childhood AA (SEEC)</b>	This authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and Special Education Support to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.
<b>Deaf and Hard of Hearing (R3DH)</b>	<b>Deaf and Hard of Hearing (R3HD)</b>	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of deaf or hard-of-hearing or deafblind, including autism, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
<b>Visual Impairments (R3VI)</b>	<b>Visual Impairments (R3VB)</b>	This authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a disability of visual impairment including blind or deafblind, including autism, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
<b>N/A</b>	<b>Education Specialist Bridge – Mild to Moderate Support Needs (R3BM)</b>	This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Mild to Moderate Support Needs that are not otherwise authorized by their existing Mild/Moderate Disabilities Education Specialist Credential.
<b>N/A</b>	<b>Education Specialist Bridge – Extensive</b>	This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Extensive Support Needs that are not otherwise authorized by their



	<b>Support Needs (R3BE)</b>	existing Moderate/Severe Disabilities Education Specialist Credential.
<b>N/A</b>	<b>Education Specialist Bridge – Early Childhood (R3BC)</b>	This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Early Childhood Special Education that are not otherwise authorized by their existing Early Childhood Special Education Credential, including the authorization to provide instruction in transitional kindergarten and kindergarten classes for students with disabilities.

## Appendix B: Expanded Education Specialist Instruction Assignment Chart

✓ = Authorizes Service for disability Category; ✗ = Does not Authorize Service in identified disability area

Credential Authorization	Auth. Code	Grade Level	Student Support Level	Autism Spectrum Disorders	Emotional Disturbance	Established Medical Disability	Intellectual Disability	Multiple Disabilities	Orthopedic Impairments	Other Health Impairment	Specific Learning Disability	Traumatic Brain Injury	Deafness or Hearing	Deafblindness	Visual Impairments	Resource Specialist <sup>1</sup>	Adapted Physical Education
Mild To Moderate Support Needs	R3MN	TK-12 (up to age 22), and Adult Ed.	Mild to Moderate Only	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗
Extensive Support Needs	R3EN	TK-12 (up to age 22) and Adult Ed.	Extensive Only	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗
Deaf And Hard of Hearing	R3HD	Birth - Age 22, and Adult Ed.	All	✗ <sup>2</sup>	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	✓	✗
Early Childhood Special Education	R3CH	Birth-K	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗
Visual Impairments	R3VB	Birth - Age 22, and Adult Ed.	All	✗ <sup>2</sup>	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✗
Early Childhood Added Authorization	SEEC	Birth-K	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗
Education Specialist Bridge – Mild to Moderate Support Needs	R3BM	TK-12 (up to age 22), and Adult Ed.	Mild to Moderate Only, for disabilities unauthorized by R3MM auth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗
Education Specialist Bridge – Extensive Support Needs	R3BE	TK-12 (up to age 22), and Adult Ed.	Extensive Only, for disabilities unauthorized by R3MS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗
Education Specialist Bridge – Early Childhood	R3BC	Birth-K	All	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✗

<sup>1</sup> May serve as a resource specialist within the grade levels authorized on the document

<sup>2</sup> May teach VI or DHH students that also have autism, but cannot serve students with the autism disability area alone

